

## East Tennessee State University Digital Commons @ East Tennessee State University

---

ETSU Faculty Works

Faculty Works

---

4-1-2017

# Strategies to Support Secondary Ed and MAT Candidates

Terryl Rock

East Tennessee State University, [rockts@etsu.edu](mailto:rockts@etsu.edu)

Follow this and additional works at: <https://dc.etsu.edu/etsu-works>



Part of the [Teacher Education and Professional Development Commons](#)

---

### Citation Information

Rock, Terryl. 2017. Strategies to Support Secondary Ed and MAT Candidates. *Southeast Regional Conference*.  
<https://www.tntech.edu/education/resources/edtpa-conference>

This Presentation is brought to you for free and open access by the Faculty Works at Digital Commons @ East Tennessee State University. It has been accepted for inclusion in ETSU Faculty Works by an authorized administrator of Digital Commons @ East Tennessee State University. For more information, please contact [digilib@etsu.edu](mailto:digilib@etsu.edu).

---

# Strategies to Support Secondary Ed and MAT Candidates

## **Copyright Statement**

This document was published with permission by the conference. It was originally available through the [Tennessee State edTPA Conference](#).

# EdTPA: Strategies and Supports for Teacher Candidates in Secondary Education

---



EAST TENNESSEE STATE  
UNIVERSITY

Dr. Norma Hogan  
Professor Emerita & Coordinator of Secondary  
Education  
macraen@etsu.edu

Mrs. Terryl Rock  
Clinical Instructor, Secondary Education  
rockts@etsu.edu



# Challenges of Working with TC's in Secondary Education:

---

- ❑ Education is their *minor*: We have very limited time with them before Residency II (student teaching) and don't control their time/schedule.
  - ❑ Teacher education core.
  - ❑ Pre-Residency—Summer (July/August)—start of school, classroom management & discipline; 50 hours in field
  - ❑ **Residency I—Fall (2 credits didactic; 1 credit field; 110 hours in field)**
- ❑ They are *not* fluent in the language of pedagogy or the academic language and concepts of edTPA. Most of edTPA is new to them and seems **very strange**.
- ❑ They have to transition from the college-level pedagogical models they have seen in their disciplines to models that are more appropriate for middle and high school students. They must make this transition **fast**.
- ❑ A few of them think teaching is easy and that they know it all already. 😊

# Joys of Working with TC's in Secondary Education:

---

- They are smart and know their disciplines.
- They are used to working hard.
- They really want to be teachers and make a difference.
- With rare exceptions, they are going to be fabulous teachers.
- We have good relationships with our A&S colleagues.

# Examples of Effective Strategies and Supports:

---

- Offering **extra workshops** in lesson planning and academic language. (83%--41/58--attended one or both extra sessions.)
  - Open workshops—multiple sessions, various times
  - Academic language workshop in discipline-specific methods courses (science, math); will expand next year.
- Drafting edTPA-type responses with peer/instructor review **in class**.

# Examples of Effective Strategies and Supports :

---

- Adding **assignments** in Residency I that mirror edTPA tasks
  - Lesson Planning Commentary and Post-Lesson Commentary for each of 3 observed lessons.
  - Assessment Analysis Project (all but Rubric 14)
  - Knowledge of Students Assignment (every student, interest surveys, etc.)



# Example: Lesson Planning Commentary and Post Lesson Commentary Assignments

## POST LESSON COMMENTARY

To be submitted with each lesson plan. Please type your answers in a different color font or simply remove the bold.

**IMPORTANT: If you did not include certain components in your lesson, describe how you might have included them if you taught this lesson again.**

1. Describe how you demonstrated respect and rapport in your classroom today. (Rubric 6)

age respectful student-student interaction? (Rubric 6)

ide connections with prior learning during your instruction. (Rubric 7)

ed personal/community assets in your lesson. (Rubric 7)

nities you provided for your students to build on your Subject Specific  
)

students to offer responses that built on your Subject Specific Emphasis?

l and followed up on students' responses. (Rubric 8)

:ilitated student-student interaction. (Rubric 8)

nities students had to practice the language function. (Rubric 14)

nities students had to practice academic vocabulary. (Rubric 14)

nities students had to practice discourse/syntax. (Rubric 14)

rning, what will be the next steps of instruction? Consider the whole class,  
in individual student. (Rubric 10)

his lesson again, what changes would you make to your instruction that  
student learning? Consider whole class, special groups, and an individual

search or theory, defend your answers to prompts 12 and 13. (Rubric 10)

## LESSON PLANNING COMMENTARY

To be submitted with each lesson plan. Please type your answers in a different color font or simply remove the bold.

1. Explain how your objectives align with the central focus of the learning segment. (Rubric 1)

2. How does this lesson build on what was taught on the previous school day? (Rubric 1)

3. How does this lesson prepare students for instruction for the next school day? (Rubric 1)

4. Which of your Subject Specific Emphasis does this lesson address? (Rubric 1)

5. Describe how students have opportunities to use the Subject Specific Emphasis. (Rubric 1)

6. How do your planned supports address (Rubric 2)

- a. The objectives?
- b. The whole class?
- c. Special Populations?
- d. An individual student?

7. Identify a common misconception that students may have concerning your topic. Describe how  
you will address these misconceptions in your lesson. (Rubric 2)

8. Defend your instructional choices and supports with educational research or theory. (Rubric 2,3)

9. How did the students' prior learning inform your instructional choices? (Rubric 3)

10. How did personal/community assets affect your instructional choices? (Rubric 3)

11. What is your language function? What activities utilized this function? (Rubric 4)

12. How did you instruct and support the learning and using of academic vocabulary? (Rubric 4)

13. Identify the discourse or syntax used in this lesson. Describe the activities and supports used  
to help students with it. If discourse/syntax was not part of this lesson, identify a suitable one  
and describe the activities and supports that would help students. Rubric 4

14. How could you support an ELL student with this lesson? (Rubric 4)

15. How do your assessments monitor progress toward the students' attainment of the Subject  
Specific Emphasis? (Rubric 5)

## Example: Residency I: Assessment Analysis Project

**Assessment Analysis** - The purpose of this assignment is to prepare you for Task 3 of the edTPA. Using an assessment from your field placement, you will analyze the results per student and per question and then develop your next instructional steps.

### What Do I Need to Do?

- **Assessment Commentary Template:** Open this document and read the prompts that you will need to respond to.
- **Rubrics:** Review the rubrics and make notes concerning what you want to include in your commentary, what needs to be included in your assessment, evaluation criteria, and feedback.
- **Assessment:** Select one assessment from a lesson that you have taught or co-taught.
  - It should be an assessment that is completed by individuals, not groups.
  - This may be an assessment that your mentor designed but you graded.
- **Evaluation Criteria:** Define and submit the evaluation criteria you will use to analyze student learning. This will be submitted as a separate document called "Evaluation Criteria." (Examples: Rubric, Key, List of Acceptable Responses...)
- **Feedback:** Grade the work and give detailed feedback. Point out what students did correctly AND incorrectly. Suggest a strategy for how they might improve or make connections to previously learned material.
  - Please write legibly and use a different colored pen if writing on the students' paper.
  - Feedback may be written on a separate page, videotaped, or written on a rubric.
- **Analysis:** Analyze student work from the assessment to identify quantitative and qualitative patterns of learning within and across learners in the class.
  - Describe what individuals and groups generally understood and what a number of students were still struggling to understand.
- **Select Focus Students:** Select 3 student work samples that represent the patterns of learning represented by the analysis in the above step. These students become your **focus students**. One of these students needs to have specific learning needs (IEP, 504, ELL, struggling reader, underperforming student, student with gaps in academic knowledge, and gifted student). You will submit the actual samples of these 3 students' work. Scan these and return the originals to the students.
- **Evidence of feedback:** For your focus students, include the actual graded document, scoring rubric, or written feedback for each student.

# Examples of Effective Strategies and Supports :

---

- **Changing our academic language and instructional concepts** to match edTPA terminology.
  - Lesson plan template (piloting this fall, have revised)
  - Lesson plan rubric
  - Lesson observation rubric
  - Observation documents for field supervisors (multiple worksheets, only one reporting form)
- Also incorporated **TEAM language/concepts**

# Informal & Formal Assessment Versus Formative & Summative Assessment

## Definitions and discussion

**Formal** or **informal** assessment refers to the **type** or **format** of the assessment.

Definitions from [edTPA Handbook Glossary](#)

**“assessment (formal and informal):** “[R]efer[s] to all those activities undertaken by teachers and by their students . . . that provide information to be used as feedback to modify the teaching and learning activities.”<sup>20</sup> Assessments provide evidence of students’ prior knowledge, thinking, or learning in order to evaluate what students understand and how they are thinking.

**Informal assessments** may include, for example, student questions and responses during instruction and teacher observations of students as they work or perform.

**Formal assessments** may include, for example, quizzes, homework assignments, journals,

## Examples

### Examples of Assessments by Informal/Formal and Formative/Summative

|                   | Format/Type—Informal   | Format/Type—Formal   |
|-------------------|--|--|
| Purpose—Formative | <ul style="list-style-type: none"><li>Teacher questions and student responses during instruction</li><li>Teacher observation and feedback as students work or perform</li><li>“Thumbs up/down”</li></ul> | <ul style="list-style-type: none"><li>Homework and other structured forms of practice</li><li>Outline for paper</li><li>Notebooks/journals</li><li>Daily activity sheets</li><li>Exit tickets</li><li>Review games</li></ul> |
| Purpose—Summative |  | <ul style="list-style-type: none"><li>Midterm exam</li><li>Final project</li><li>Essay or paper</li><li>Oral presentation</li><li>Recital</li><li>Standardized test</li></ul>  |

## Practice classifying examples and discussion

| Assessment   | Is it Formative, Summative, or Possibly Either/Both? Why? | Is it Formal or Informal? Why? |
|--|---|--------------------------------|
| 1. Tennessee End of Course (EOC) examination       |   |                                |
| 2. Practice quizzes                                |   |                                |
| 3. Senior recital                                  |   |                                |
| 4. Homework  |   |                                |
| 5. Teacher questioning                             |   |                                |
| 6. Portfolio                                       |   |                                |
| 7. Weekly notebook check                           |   |                                |
|  |   |                                |
| 10. “Give me thumbs up/down”                       |   |                                |
| 11. Pre-writing exercise, outline, and first draft |   |                                |
| 12. Chapter quiz                                   |   |                                |
| 13. Venn diagram                                   |   |                                |
| 14. Exit ticket                                    |   |                                |

**A STRICT CRITERION:** Good summative assessment should enable the teacher to say for each individual student that the student:

- Attained the objective (for each objective assessed)
- Partially attained the objective OR
- Did not attain the objective

# Examples of Effective Strategies and Supports :

---

- Our revised lesson plan template! Very effective!
- Our revised lesson plan rubric—added emphasis on edTPA concepts and subtasks:
  - Student-student interaction and feedback
  - Digging deeper with questioning
  - Higher order thinking—questions and activities, making students think
  - Evidence of rapport and respect

| Title                                       |   |   |          |
|---|---|---|----------|
| Central Focus                               |   |   |          |
| Curriculum Standards                        | Examples of changes to lesson plan template   |   |          |
| Essential Question(s)                       |   |   |          |
| Subject Specific Emphasis                   |   |   |          |
| Lesson Objectives                           |   |   |          |
| Informal Assessments                        |   |   |          |
| Formal Assessments                          |   | Assessment Accommodations for Special Needs |          |
|   |   |   |          |
| Academic Language Demands                   | Function:<br>Vocabulary:<br>Discourse/Syntax:<br>Instruction and Opportunities to Practice Demands:<br>Supports for Demands (General, Focused, Individual): |   |          |
| Instructional Strategies and Learning Tasks |   |   |          |
| Lesson Part<br><i>Insert Rows as needed</i> | Description of Activities and Instruction<br>(Teacher Does)   | Students Do.                                | Supports |
| Introduction and Set                        |   |   |          |
|   |   |   |          |

|   |  |                              |   |
|---|--|------------------------------|---|
| Closure   |  |                              |   |
| Questions or Activities for Higher Order Thinking | Examples of changes to lesson plan template  |                              |   |
| Adaptations to Meet Individual Needs              | Support<br><i>Insert rows as needed</i>  | <u>Skill</u> /Task/Objective | Whole Class, Specific Group, and/or Individual? |
|   |  |                              |   |
|   |  |                              |   |
| Co-teaching Strategies                            |  |                              |   |
| Material/ Resources                               |  |                              |   |
| Management and Safety Issues                      |  |                              |   |
| Rationale   | Defend your instructional strategies and supports with <ul style="list-style-type: none"> <li>knowledge of students' prior learning, personal and community assets, and</li> <li>Research and theory.</li> </ul> |                              |   |

Terry Rock, Clinical Instructor, East Tennessee State University: We are *piloting* this new lesson plan template for Secondary Education, beginning in fall 2016.

## The new lesson plan template supports edTPA rubrics 1-9 & 11-15.

| Name, Date  |  | Subject, Grade |   |
|---|--|----------------|---|
| TITLE   |  |                |   |
| Central Focus                                     | Rubric 1   |                |   |
| Curriculum Standards                              | Rubric 1   |                |   |
| Essential Question(s)                             | Rubric 1   |                |   |
| Subject Specific Emphasis                         | Rubric 1, Rubric 7, Rubric 9   |                |   |
| Lesson Objectives                                 | Rubric 1   |                |   |
| Informal Assessments                              | Rubric 5   |                |   |
| Formal Assessments                                | Rubric 5<br>We require that students identify evaluation criteria and plans for feedback. These elements support:<br>Rubrics 11, Rubric 12, Rubric 13                              |                | Assessment Accommodations for Special Needs<br>Rubric 5 |
| Academic Language Demands                         | Function:<br>Vocabulary:<br>Discourse/Syntax:<br>Instruction and Opportunities to Practice Demands:<br>Supports for Demands (General, Focused, Individual):<br>Rubric 4, Rubric 14 |                |   |
| Instructional Strategies and Learning Tasks       |  |                |   |
| Lesson Part<br><i>Insert Rows as needed</i>       | Description of Activities and Instruction<br>(Teacher Does)  | Students Do.   | Supports  |
| Introduction and Set                              |  | Rubric 7       | Rubric 2  |
|   |  |                |   |
|   |  |                |   |
|   |  |                |   |
|   |  |                |   |
| Closure   |  |                |   |
| Questions or Activities for Higher Order Thinking | Rubric 6<br>Rubric 7<br>Rubric 8<br>Rubric 9   |                |   |
| Adaptations to Meet Individual Needs              | Support  | Task/Objective | Whole Class, Specific Group, and/or Individual?         |
|   | Rubric 2   |                | Rubric 2  |
|   |  |                |   |
| Co-teaching Strategies Used                       |  |                |   |
| Material/ Resources                               |  |                |   |
| Management and Safety Issues                      | Rubric 6   |                |   |
| Rationale   | Defend your instructional strategies and supports with theory, assets, and prior learning.<br>Rubric 2, Rubric 3, Rubric 7, Rubric 9   |                |   |



## Examples of changes to lesson plan rubric:

|                              |   |  |  |  |
|------------------------------|---|--|--|--|
| Vocabulary/Academic Language | Language needs are identified and are central to the tasks and focus on <u>student</u> needs and strengths. Opportunities for students to practice content vocabulary and <u>develop</u> fluency are identified. Language demands goes beyond <u>vocabulary</u> . | Language needs are clearly aligned with the learning tasks and focus on <u>student</u> needs and strengths. Opportunities for students to practice content vocabulary and <u>develop</u> fluency are identified. | Language needs are not identified or are vaguely related to the standards and objectives and focus <u>on</u> student needs only. |  |
|                              | Criteria are clearly aligned with   | Criteria are clearly aligned with  | Criteria vaguely aligned with  |  |

|                                  |   |   |                              |
|----------------------------------|---|---|------------------------------|
|                                  | Learning.   |   |                              |
| Rationale/ Theoretical Reasoning | Candidate uses examples of relevant Research/theory to justify why <u>learning</u> tasks (or their adaptation) are <u>appropriate</u> . | Candidate refers to relevant <u>research</u> and/or theory. | No Research or theory listed |
| Notes/Evidence                   |   |   |                              |

**We are still evaluating  
and revising this rubric.**



# Examples of Effective Strategies and Supports :

---

- Providing a variety of models and examples, sentence frames, lists of good responses, and annotations of edTPA responses.
  - Annotated templates for Tasks One, Two, and Three--common misunderstandings, sentence starters, model sentences, etc.

## Annotated Templates

- Good advice
- Reminders
- Sources of assistance
- Working on non-edTPA objectives

**Planning Commentary Directions:** Respond to the prompts below (no more than 9 single-spaced pages, including prompts) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts; both the prompts and your responses are included in the total page count allowed. Refer to the evidence chart in the handbook to ensure that this document complies with all format specifications. Pages exceeding the maximum will not be scored.

**REMEMBER YOUR GOOD-STUDENT TEST-TAKING SKILLS: READ THE QUESTION. READ THE QUESTION. READ THE QUESTION. ANSWER THE QUESTION. ANSWER ALL PARTS OF THE QUESTION. THEN, READ THE QUESTION AGAIN.**

**USE THE LANGUAGE OF THE QUESTION OR PROMPT IN YOUR RESPONSE.**

**MAKE STATEMENTS, GIVE EXAMPLES, AND CITE EVIDENCE.**

**IF YOU USE BULLETED LISTS, BE SURE TO ALSO INCLUDE EXPLANATORY NARRATIVE.**

**CHECK WITH PEERS FOR IDEAS AND FEEDBACK.**

**DO NOT COPY MY EXAMPLES.**

**I AM JUST BRAINSTORMING WITH YOU, TRYING TO EXPLAIN SOME BADLY WRITTEN AND/OR CONFUSING PROMPTS, AND HELPING YOU APPLY WHAT YOU KNOW TO AN OVERLY COMPLEX TASK. YOU CAN THINK OF MUCH MORE CREATIVE STUFF ON YOUR OWN.**

### 1. Central Focus

- Describe the central focus and purpose for the content you will teach in this learning segment.

**["Learning segment" means your 3-5 edTPA lessons. Think carefully about what you are teaching and develop 3-5 good, succinct sentences. What is the main idea for these lessons? Why are you teaching this content? What will it do for students? Get above the lowest, most obvious levels and think conceptually.**

**Don't say that your purpose is to meet state standards or to prepare students for the next instructional unit. Think more deeply about what you are teaching and its value for your students.**

**Examples of Sentence starters: The central focus of my learning segment is.... The purpose is to.... Be sure you address both central focus and purpose. ]**

**Models of rationale statements. They CANNOT copy these! They can use them as models for their own statements.**

**Models of responses to prompts. These are good material for discussions.**

- a. How did you demonstrate mutual respect for, rapport with, and responsiveness to students with varied needs and backgrounds, **and** challenge students to engage in learning?

**Example: “in [time stamp identifier], I began asking students to read their answers to the bell ringer questions. After several volunteers had spoken, I deliberately called on two underperforming (and usually passive) students so they could just read what they had written. Then, I used their responses to move the discussion toward today’s activity. By [time stamp identified], one of the underperforming students had raised his hand and volunteered a prediction of possible outcomes. During the inquiry activity, I spent a little extra time with each of the underperforming students’ groups (time stamp identified), reviewing their progress and giving feedback and encouragement. Both stayed on task and fulfilled their responsibilities. ” ]**

## Table of Contents

[Academic Language](#)

[Adaptations](#)

[Art Stuff](#)

[Bell-Ringers](#)

[Choices](#)

[Chunking Instruction](#)

[Cooperative Learning](#)

[Direct Instruction](#)

[Examples](#)

[Establishing Relevancy](#)

[Exit Slips](#)

[Feedback](#)

[Formative Assessment](#)

[Frontloading](#)

[Games](#)

[Gradual Release of](#)

[Responsibility](#)

[Graphic Organizers](#)

[Grouping Students](#)

[Guided Notes](#)

[Guided Practice](#)

[Higher Level Questions](#)

[Journaling](#)

[Manipulatives \(hands-on\)](#)

[Math Stuff](#)

[Modeling](#)

[Non-linguistic](#)

[Representation](#)

[Note-taking](#)

[Objectives](#)

[Pacing](#)

[Practice](#)

[Prior Knowledge](#)

[Proximity](#)

[Questioning](#)

[Review](#)

[Rubrics](#)

[Scaffolding](#)

[Set](#)

[Similarities/Differences](#)

[Socratic Method](#)

[Students Teaching Students](#)

[Summative Assessment](#)

[Technology](#)

[Visual Aids](#)

## Academic Language

According to Michael Willis, students who excel in academic language will learn new knowledge better through reading and listening. (Willis, 2013)

Students need to be exposed to academic vocabulary related to each specific discourse prior to the lesson, in order to fully understand and comprehend course material. (Marzano)

Jago reports that students must encounter a new word 12 times before the definition becomes imprinted.

Jago claims that a student must encounter a vocabulary term several times with the definition before they remember it. It is important that the five new words from today’s lesson are being repeated and discussed. It is important that students understand these terms before beginning activities that use them.

According to Marzano, multiple levels of development can be achieved by repeating the new

# Your Turn: What has worked for you and your colleagues? What has NOT worked?

---

- Example: We found that starting with the edTPA Handbook was overwhelming. We start with the Task One template and thinking organizers, then introduce the rubrics, Task Two and Three, and finally the Handbook.

❖ Partner with someone you do NOT know.

❖ Share your experiences. Try to identify at least **THREE LESSONS LEARNED** and **THREE STRATEGIES OR SUPPORTS THAT WORK.**

# Reporting out:

---